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ACMELENGUISTIC COMPETENCE IN THE STRUCTURE OF PROFESSIONAL EDUCATION (on the example of a foreign language)

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Annotatsiya: Maqolada, acmelingvistika bilan xorijiy tilni o'rganishning samarali texnologiyasini ifodalovchi asoslar keltirilgan. Bu asoslar esa talabalarga motivatsion
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muhit, mustaqillik, ijodkorlik va bilim faolligini shakllantirishga zamin yaratishi yoritib berilgan.

**Kalit so'zlar:** Akmelinvistika, akmelingvistika printsiplari, samarali texnologiyalar, ijodkorlik, kasbiy ta'lim.

**Аннотация:** В статье рассматривается акмелингвистика как наука, представляющая продуктивные технологии освоения иностранного языка. Позволяющая сформировать у студентов мотивационную сферу, самостоятельность, креативность, и познавательную активность.

**Ключевые слова:** Акмелинвистика, принципы акмелингвистики, продуктивные технологии, креативность, профессиональное образование.

**Annotation:** The article deals with acmelinguistics as a science representing productive technologies of learning a foreign language. Allowing students to form a motivational sphere, autonomy, creativity, and cognitive activity.

**Key words:** Acmelinguistics, principles of acmelinguistics, productive technologies, creativity, professional education.

**Introduction.** Acmelinguistics is a sphere of not only scientific, but also practical activity of the teacher, which examines and uses the laws, factors and mechanisms of development and self-development of the student in order to achieve the highest results in teaching the language, that is, the language here acts as a means of achieving personal "Acme". Speaking of technology, we mean a system of actions that leads to the expected result. In the system of teaching foreign languages, methods have long been established that claim to be technology, i.e. with a high degree of productivity, reliability, stability and performance.
Productive technologies used in teaching a foreign language implement competency-based and personal-activity approaches that, in turn, contribute to the formation and development of:

1) multicultural linguistic personality, able to carry out effective communication with carriers of other cultures;

2) abilities of students to carry out various activities using a foreign language;

3) cognitive abilities of students;

The choice of productive technologies to achieve the goals and objectives set in the framework of the discipline "Foreign Language" is due to the need to form the student a set of general cultural competencies necessary for the implementation of interpersonal interaction and cooperation in intercultural communication, as well as to ensure the required quality of education at all stages.

Currently, there are many opinions about productive technologies in teaching a foreign language. This article will look at some of them. However, it is obvious that the use of any one technology of learning, no matter how perfect it may be, will not create the most effective conditions for the discovery and development of student abilities and creative search for a teacher. The complex combination and use of productive technologies in teaching a foreign language in the learning process intellectual activity, develops cognitive processes, contributes to the formation of competencies that a competitive specialist should possess. One of the ways to activate a student in the process of learning a foreign language is design (project technology), when a student independently plans, creates, protects his project, i.e. actively involved in the process of communicative activity. An educational project is a complex of prospecting, research, computational, graphic, and other types of work performed by a student independently in order to practical or theoretical solution of a
given problem. Currently, the world pays special attention to the mutual coordination of cooperation activities between customers and educational institutions in ensuring the quality of training and employment of personnel. The organization and development of cooperation in training on the basis of modern approaches creates a solid foundation for expanding the integrated pedagogical educational opportunities.

**Research Methodology.** In the pedagogical literature, the term acmelinguistics, which has recently appeared, is actively used. The name comes from the Greek "acme" - "peak" and the Latin "linguistics" - "linguistic knowledge." Historically, acmelinguistics arose from acmeology, a science that was formed at the junction of natural, social and humanitarian disciplines that study the laws and mechanisms of human development when it reaches the highest level. The latest achievements in psychology, pedagogy, sociology, psycholinguistics, linguodidactics allowed the formation of a new science, designed to solve actual problems of language teaching.

Acmelinguistics is a sphere of not only scientific, but also practical activity of the teacher, which examines and uses the laws, factors and mechanisms of development and self-development of an adult student in order to achieve the highest results in language learning, that is, the language here acts as a means of achieving personal "Acme". The following main features of this concept can be noted: a) Acmelinguistics “studies the laws of how a person aches a level, productive manifestation in life of all the essential forces of an individual oriented to solving value-significant problems through the development of a language”; b) Acmelinguistics “not only used the general methodological principles of modern knowledge, but also“ sets ”Acme-centric vector orientation, which is able to determine its interaction with other sciences” c) Acmelinguistics “carries in itself some continuity of psychological categories of reflection in personality and activity student, carrying out a synthesis of psychology and pedagogy, however, in contrast to
them, acmelinguistics takes a "sub-eccentric" position, in which the learner from an object becomes the subject of learning with the establishment of integrative relations with all participants and components of the educational process. "Thus, the main features of acmelinguistics are recognized: the laws governing the achievement of acme by language through language, speech activity; subject-centric position of the learning process. The basic principles of Acmelinguistics are: a systematic approach to learning languages; accounting of psycho-physiological and other features of an adult learner; the observance of the irregularity in the supply of educational material; following acme etics.

The object of acmelinguistic is considered “linguistic activity, which is interpreted as a communicative relationship between subject-communicative and psycho-mental activity of a person, which depends on the vectorial orientation of the individual (that is, based on his world view, life principles and values).

Currently, the education of teachers of higher professional education, increasing their psychological and pedagogical qualifications is one of the priorities in pedagogical science. In this regard, there is a need to improve the content and structure of advanced training programs, taking into account the inclusion in them of issues of improving the cultural and speech component of pedagogical work. One such constituent, in ourview, is professional-pedagogical communication, which involves the formation of the speech culture of all participants in the educational process. The need to comply with the norms of speech culture a and speech etiquette is a necessary condition for an effective educational process, since it is through speech, correctly and correctly executed, that basic and necessary educational information is transmitted.

**Analysis and results.** This kind of professional communication involves a) a system of techniques and skills of organic socio-psychological interaction between teachers
and pupils, the content of which is the exchange of information, the provision of educational influence, the organization of relationships through various communication tools; b) a permanent solution by the teacher of communicative tasks using heuristic methods; at the same time, a professional teacher knows that communicative tasks are of two types - general communicative tasks (planned in advance) and current communicative tasks (arising during a lesson, events, etc.); c) professional communication of the teacher with students in a holistic pedagogical process, developing in two directions: the organization of relations with students and the management of communication in the student team. For productive professional and pedagogical communication, the following personality qualities that are formed during the period of training a future teacher are necessary: knowledge of the psychology of another person (his values, ideals, orientation, needs, interests, levels of aspirations); social orientation on a person (attraction); unconditional acceptance of the learner - the principle of anticipatory respect; developed attentiveness, observation, memory, thinking, intuition, imagination; education of the emotional sphere: the ability to empathize and sympathize - readiness for empathy; personality traits and individual psychological characteristics that determine the general pattern of behavior when communicating with other people.

**Conclusion.** Thus, acmelinguistictechology, being one of the innovative technologies of teaching foreign languages in a non-linguistic university. Acmelinguistics makes it possible to take a fresh look at the role and place of each type of speech activity in accordance with the real needs of the profession of the future specialist, i.e. It implies a restructuring of the goals and methods of training that would ensure that graduates achieve peaks in the professional, creative and spiritual-moral spheres of activity.Knowledge of the basics of the psychology of communication contributes to a more rapid entry of a young teacher in the educational process of the university, its better adaptation in the teaching staff.
Improving the preparation of students of medical education to acmeological competence in the process of teaching English is one of the neuro-linguistic programming techniques, based on identifying the correspondence of the Russian and English language structures and suggesting a change in the direction in which the process of teaching a foreign language traditionally begins, to the opposite, and to expand their knowledge, starting not from an unfamiliar foreign language, but from the familiar, native: if the student is maximally About quickly and competently learned to translate, the incoming skills in the communicative set of the native language, into a foreign language, he mastered a foreign language.

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